



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12481700
SAU: MSAD 54
School: Canaan Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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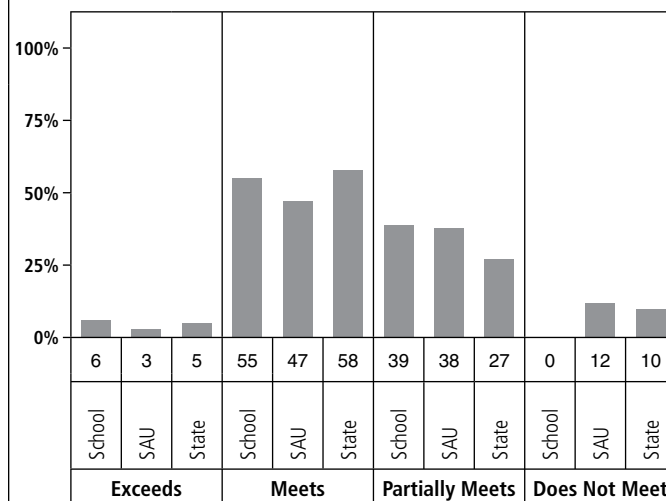
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 54
School: Canaan Elementary School

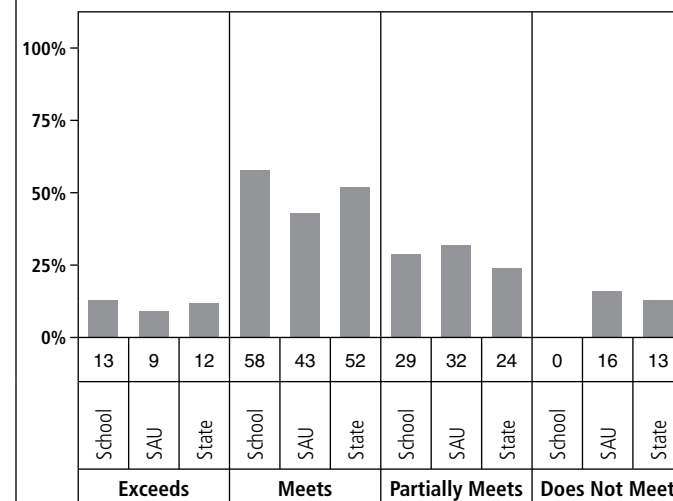
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	542	542	544
2006–2007	543	543	544
2007–2008	544	542	545
Cum. Avg.*	543	542	544
Mathematics			
2005–2006	540	539	543
2006–2007	545	544	546
2007–2008	550	542	546
Cum. Avg.*	545	542	545
ELA – Writing			
2005–2006			
2006–2007	544	541	541
2007–2008	538	536	538
Cum. Avg.*			

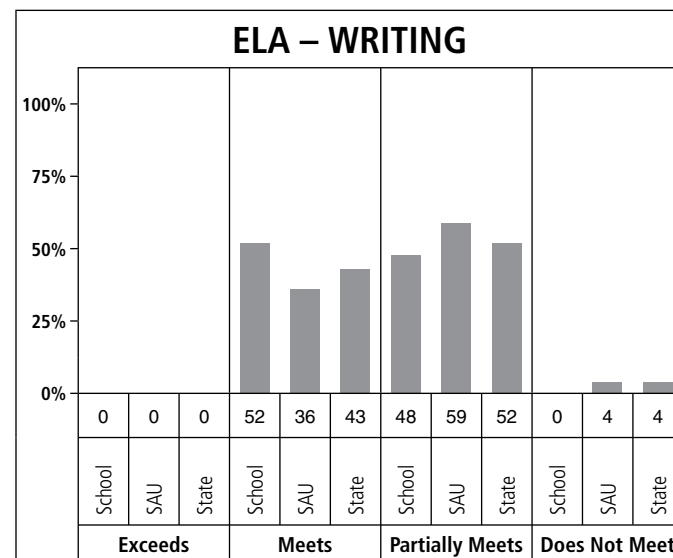
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: MSAD 54
School: Canaan Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics						ELA-Writing					
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	31	100	207	100	14240	100	31	100	206	100	14157	100	31	100	206	100	14156	100					31	100
Ethnicity African American/Black	0	0	3	1	404	3	0	0	3	100	396	98	0	0	3	100	398	99					0	0
American Indian or Native Alaskan	0	0	1	0	118	1	0	0	1	100	118	100	0	0	1	100	118	100					0	0
Asian or Pacific Islander	0	0	2	1	201	1	0	0	2	100	199	99	0	0	2	100	199	99					0	0
Hispanic	1	3	1	0	178	1	1	100	1	100	170	97	1	100	1	100	174	99					1	100
Caucasian/White	30	97	200	97	13339	94	30	100	199	100	13274	100	30	100	199	100	13267	100					30	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	6	19	40	19	2555	18	6	100	39	98	2528	99	6	100	39	98	2526	99					6	100
Current LEP	0	0	2	1	337	2	0	0	2	100	328	97	0	0	2	100	334	99					0	0
Economically disadvantaged	20	65	113	55	5574	39	20	100	113	100	5528	99	20	100	113	100	5531	99					20	100
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	20	65	143	69	11042	78	20	65	143	69	11006	77					25	81
Identified disability (PET/IEP)	0	0	0	0	396	4	0	0	0	0	404	4					0	0
LEP	0	0	0	0	144	1	0	0	0	0	141	1					0	0
504 plan	0	0	2	1	134	1	0	0	2	1	133	1					0	0
Participation with accommodations	11	35	61	29	2974	21	11	35	61	29	3014	21					6	19
Identified disability (PET/IEP)	6	55	37	61	1996	67	6	55	37	61	1986	66					6	100
LEP	0	0	2	3	175	6	0	0	2	3	189	6					0	0
504 plan	0	0	2	3	76	3	0	0	2	3	77	3					0	0
Other	5	45	21	34	766	26	5	45	21	34	801	27					0	0
Participation through alternate assessment (PAAP)	0	0	2	1	136	1	0	0	2	1	136	1					0	0
Identified disability (PET/IEP)	0	0	2	100	136	100	0	0	2	100	136	100					0	0
LEP	0	0	0	0	4	3	0	0	0	0	4	3					0	0
504 plan	0	0	0	0	1	1	0	0	0	0	1	1					0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0					0	0
Non-participation – other	0	0	1	0	64	0	0	0	1	0	61	0					0	0

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 54
School: Canaan Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	7	3	721	5
	2006-2007	2	6	10	5	702	5
	2007-2008	2	6	6	3	659	5
	Cum. Total*	4	4	23	4	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	16	57	108	50	7571	53
	2006-2007	15	45	101	49	7730	55
	2007-2008	17	55	96	47	8195	58
	Cum. Total*	48	52	305	49	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	10	36	68	31	4343	30
	2006-2007	13	39	68	33	4182	30
	2007-2008	12	39	77	38	3800	27
	Cum. Total*	35	38	213	34	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	2	7	33	15	1628	11
	2006-2007	3	9	29	14	1419	10
	2007-2008	0	0	25	12	1362	10
	Cum. Total*	5	5	87	14	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	29.2	60.8	26.9	56.0	29.2	60.8
Literary Text	24	50	15.1	62.9	13.8	57.5	15.0	62.5
Informational Text	24	50	14.2	59.2	13.1	54.6	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 54
 School: Canaan Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	31	2	6	17	55	12	39	0	0	544	204	3	47	38	12	542	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										3						388	1	39	34	26	538
American Indian or Native Alaskan	0										1						116	0	44	45	11	541
Asian or Pacific Islander	0										2						197	5	64	23	8	546
Hispanic	1										1						167	2	47	37	14	542
Caucasian/White	30	2	7	17	57	11	37	0	0	545	197	3	46	39	12	542	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	5	83	0	0	540	37	0	5	54	41	532	2392	0	26	42	31	536
No	25	2	8	16	64	7	28	0	0	546	167	4	56	34	6	544	11624	6	65	24	5	547
Current LEP																						
Yes	0										2						319	1	36	34	29	537
No	31	2	6	17	55	12	39	0	0	544	202	3	47	38	12	542	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	20	1	5	8	40	11	55	0	0	542	112	1	40	44	15	540	5454	2	48	35	15	541
No	11	1	9	9	82	1	9	0	0	548	92	5	55	30	9	545	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	31	2	6	17	55	12	39	0	0	544	204	3	47	38	12	542	14011	5	58	27	10	545
Gender																						
Female	17	2	12	9	53	6	35	0	0	546	111	5	46	41	8	543	6766	7	62	24	8	546
Male	14	0	0	8	57	6	43	0	0	543	93	1	48	33	17	540	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	2	40	3	60	0	0	539	29	0	17	52	31	535	1751	1	35	44	21	538
No	26	2	8	15	58	9	35	0	0	545	175	3	52	35	9	543	12265	5	62	25	8	546
Gifted/talented program																						
Yes	3										18	22	78	0	0	555	464	27	71	2	1	557
No	28	0	0	16	57	12	43	0	0	543	186	1	44	41	13	541	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 54
School: Canaan Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	534	6	0	33	33	33	539	5	2	42	34	22	540
B. less than one hour	76	2	9	11	50	9	41	0	0	545	63	4	42	44	10	541	66	5	60	27	9	545
C. one to two hours	21	0	0	4	67	2	33	0	0	543	29	2	62	28	9	544	26	5	61	26	8	546
D. more than two hours	0										2	0	25	0	75	529	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	45	2	15	7	54	4	31	0	0	547	32	3	56	33	8	544	31	7	63	23	7	547
B. They match some of what I have learned.	41	0	0	6	50	6	50	0	0	541	54	4	47	40	9	542	55	4	61	27	8	545
C. They match just a little of what I have learned.	14	0	0	2	50	2	50	0	0	545	8	0	29	47	24	538	11	2	42	37	19	540
D. There is no match.	0										5	0	18	27	55	531	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	21	0	0	3	50	3	50	0	0	543	34	6	55	28	10	544	30	10	68	16	6	549
B. good	69	2	10	12	60	6	30	0	0	545	51	2	49	43	7	542	53	3	59	29	9	544
C. fair	10	0	0	0	0	3	100	0	0	540	15	0	24	48	28	536	15	1	41	40	18	539
D. poor	0										2	0	33	0	67	533	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	14	0	0	1	25	3	75	0	0	541	16	3	25	41	31	536	17	3	45	32	19	541
B. about the same as my regular schoolwork	83	2	8	13	54	9	38	0	0	545	67	3	52	40	5	543	67	5	62	26	7	546
C. easier than my regular schoolwork	3	0	0	1	100	0	0	0	0	550	17	3	53	24	21	541	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	17	0	0	1	20	4	80	0	0	538	17	0	21	55	24	535	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	69	2	10	13	65	5	25	0	0	546	58	4	49	37	10	542	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	14	0	0	1	25	3	75	0	0	544	25	2	58	30	10	545	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	7	0	0	1	50	1	50	0	0	541	17	6	53	29	12	543	18	8	64	20	8	547
B. 20 minutes to an hour	90	2	8	14	54	10	38	0	0	545	73	3	48	41	8	543	56	5	62	25	7	546
C. less than 20 minutes	3	0	0	0	0	1	100	0	0	540	5	0	20	20	60	530	12	2	50	32	15	542
D. I rarely read at home.	0										6	0	27	36	36	535	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	32	1	11	6	67	2	22	0	0	548	22	2	41	39	18	540	26	3	51	32	14	542
B. six to ten pages	36	0	0	4	40	6	60	0	0	540	25	0	49	49	2	542	28	3	59	28	9	544
C. eleven or more pages	32	1	11	4	44	4	44	0	0	546	53	5	48	33	14	542	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										36	0	0	50	50	531						
B.	100	0	0	1	100	0	0	0	0	556	36	0	25	75	0	539						
C.	0										18	0	0	50	50	524						
D.	0										9	0	0	0	100	528						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 54
School: Canaan Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	4	15	7	1415	10
	2006-2007	4	12	16	8	1711	12
	2007-2008	4	13	18	9	1617	12
	Cum. Total*	9	10	49	8	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	12	43	84	39	6503	45
	2006-2007	16	48	99	48	6778	48
	2007-2008	18	58	88	43	7284	52
	Cum. Total*	46	50	271	43	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	11	39	65	30	3945	28
	2006-2007	9	27	63	30	3884	28
	2007-2008	9	29	66	32	3341	24
	Cum. Total*	29	32	194	31	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	4	14	52	24	2434	17
	2006-2007	4	12	30	14	1683	12
	2007-2008	0	0	32	16	1778	13
	Cum. Total*	8	9	114	18	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.4	69.3	8.0	53.3	9.0	60.0
Cluster 2: Shape and Size	14	29	8.3	59.3	7.3	52.1	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.9	38.0	1.5	30.0	2.2	44.0
Cluster 4: Patterns	14	29	9.2	65.7	7.8	55.7	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 54
 School: Canaan Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	31	4	13	18	58	9	29	0	0	550	204	9	43	32	16	542	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										3						392	5	33	32	31	537
American Indian or Native Alaskan	0										1						116	5	42	31	22	540
Asian or Pacific Islander	0										2						198	16	59	15	11	549
Hispanic	1										1						173	5	45	30	20	541
Caucasian/White	30	4	13	17	57	9	30	0	0	550	197	9	43	32	16	542	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	4	67	0	0	540	37	0	14	49	38	529	2390	2	29	34	35	534
No	25	4	16	16	64	5	20	0	0	552	167	11	50	29	11	545	11630	13	57	22	8	548
Current LEP																						
Yes	0										2						330	4	36	27	33	536
No	31	4	13	18	58	9	29	0	0	550	202	9	43	32	16	542	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	20	1	5	12	60	7	35	0	0	547	112	4	39	38	20	539	5461	5	46	30	19	541
No	11	3	27	6	55	2	18	0	0	556	92	15	48	26	11	546	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	31	4	13	18	58	9	29	0	0	550	204	9	43	32	16	542	14015	12	52	24	13	546
Gender																						
Female	17	2	12	10	59	5	29	0	0	550	111	7	44	33	15	543	6767	11	51	24	13	546
Male	14	2	14	8	57	4	29	0	0	550	93	11	42	31	16	542	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	2	40	3	60	0	0	543	29	3	10	45	41	532	1755	1	37	39	23	538
No	26	4	15	16	62	6	23	0	0	551	175	10	49	30	11	544	12265	13	54	22	11	547
Gifted/talented program																						
Yes	3										18	44	50	6	0	560	464	58	40	2	0	564
No	28	2	7	17	61	9	32	0	0	548	186	5	42	35	17	540	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 54
School: Canaan Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	534	6	8	17	42	33	534	5	6	39	29	25	539
B. less than one hour	76	3	14	12	55	7	32	0	0	549	63	9	41	34	17	542	66	12	52	24	12	546
C. one to two hours	21	1	17	4	67	1	17	0	0	553	29	10	53	31	5	546	26	12	55	23	11	547
D. more than two hours	0										2	0	25	0	75	521	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	41	3	25	6	50	3	25	0	0	553	41	16	37	38	9	545	38	16	56	19	8	549
B. They match some of what I have learned.	48	1	7	9	64	4	29	0	0	549	48	5	54	25	16	542	48	9	53	26	12	545
C. They match just a little of what I have learned.	7	0	0	0	0	2	100	0	0	537	8	0	25	63	13	537	10	6	37	32	24	539
D. There is no match.	3	0	0	1	100	0	0	0	0	544	4	0	13	0	88	520	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	14	2	50	1	25	1	25	0	0	560	28	25	41	18	16	546	31	24	54	14	8	552
B. good	75	2	10	12	57	7	33	0	0	549	55	4	48	36	12	542	47	8	55	25	12	545
C. fair	11	0	0	3	100	0	0	0	0	548	16	0	32	42	26	535	19	2	43	35	20	539
D. poor	0										2	0	0	67	33	532	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	1	17	2	33	3	50	0	0	545	22	2	36	32	30	536	18	5	42	30	22	540
B. about the same as my regular schoolwork	66	3	16	12	63	4	21	0	0	552	64	13	46	31	10	545	66	11	55	23	11	547
C. easier than my regular schoolwork	14	0	0	2	50	2	50	0	0	545	14	4	43	39	14	542	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	7	0	0	0	0	2	100	0	0	539	18	5	30	51	14	538	21	10	48	26	16	544
B. two or three days a week	28	1	13	4	50	3	38	0	0	549	32	8	40	32	20	541	36	13	54	23	10	547
C. two or three times each month	52	1	7	10	67	4	27	0	0	549	35	8	55	27	10	545	27	12	54	23	11	547
D. never or almost never	14	2	50	2	50	0	0	0	0	559	14	18	36	25	21	543	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	1	100	0	0	534	3	0	0	60	40	526	7	12	44	25	19	543
B. two or three days a week	24	1	14	5	71	1	14	0	0	551	16	6	45	29	19	541	30	13	53	23	11	547
C. two or three times each month	52	2	13	9	60	4	27	0	0	551	44	7	47	33	13	543	34	12	54	23	10	547
D. never or almost never	21	1	17	2	33	3	50	0	0	549	39	13	40	31	16	543	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	14	0	0	2	50	2	50	0	0	544	10	0	21	37	42	531	7	7	40	25	28	539
B. 30–45 minutes	45	3	23	7	54	3	23	0	0	553	37	10	40	36	15	542	31	7	49	29	15	543
C. 45–60 minutes	21	0	0	5	83	1	17	0	0	549	43	11	49	28	12	545	40	12	55	23	10	547
D. more than 60 minutes	21	1	17	2	33	3	50	0	0	547	12	9	43	39	9	543	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										36	0	75	25	0	544						
B.	100	1	100	0	0	0	0	0	0	572	36	25	25	50	0	547						
C.	0										18	0	0	0	100	509						
D.	0										9	0	0	0	100	524						

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 54
School: Canaan Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 0	6 0	4 1	2 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	21 16	64 52	121 73	58 36	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	9 15	27 48	71 121	34 59	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 0	3 0	11 9	5 4	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.9	54.5	10.3	51.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.7	47.5	5.4	45.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.3	66.3	4.9	61.3	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 54
School: Canaan Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	31	0	0	16	52	15	48	0	0	538	204	0	36	59	4	536	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										3						382	0	31	57	11	534
American Indian or Native Alaskan	0										1						116	0	28	66	6	534
Asian or Pacific Islander	0										2						196	2	55	42	2	541
Hispanic	1										1						170	0	29	62	9	535
Caucasian/White	30	0	0	15	50	15	50	0	0	538	197	1	36	59	5	536	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	4	67	0	0	535	37	0	11	70	19	528	2372	0	12	72	16	529
No	25	0	0	14	56	11	44	0	0	539	167	1	41	57	1	538	11600	0	50	48	1	539
Current LEP																						
Yes	0										2						319	0	30	58	12	533
No	31	0	0	16	52	15	48	0	0	538	202	0	36	59	4	536	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	20	0	0	9	45	11	55	0	0	538	112	0	29	65	5	535	5435	0	32	61	7	535
No	11	0	0	7	64	4	36	0	0	539	92	1	43	52	3	537	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	31	0	0	16	52	15	48	0	0	538	204	0	36	59	4	536	13967	0	43	52	4	538
Gender																						
Female	17	0	0	12	71	5	29	0	0	540	111	1	46	51	2	538	6750	1	55	43	2	540
Male	14	0	0	4	29	10	71	0	0	536	93	0	24	69	8	534	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	2	40	3	60	0	0	535	29	0	17	79	3	533	1745	0	26	69	5	534
No	26	0	0	14	54	12	46	0	0	539	175	1	39	56	5	537	12227	0	46	50	4	538
Gifted/talented program																						
Yes	3										18	0	83	17	0	543	464	2	74	23	0	545
No	28	0	0	13	46	15	54	0	0	538	186	1	31	63	5	535	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 54
 School: Canaan Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	526	6	0	17	50	33	530	5	0	29	57	14	533
B. less than one hour	76	0	0	15	68	7	32	0	0	540	63	1	39	59	2	537	66	0	44	52	3	538
C. one to two hours	21	0	0	1	17	5	83	0	0	535	29	0	38	59	3	537	26	0	45	52	3	538
D. more than two hours	0										2	0	0	75	25	527	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	24	0	0	3	43	4	57	0	0	539	24	2	40	53	4	537	25	1	54	42	3	540
B. good	45	0	0	6	46	7	54	0	0	538	52	0	38	59	3	537	50	0	46	51	3	538
C. fair	31	0	0	7	78	2	22	0	0	540	22	0	32	59	9	534	22	0	29	65	6	535
D. poor	0										3	0	17	83	0	534	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	11	0	0	2	67	1	33	0	0	538	15	0	21	62	17	532	14	0	33	56	10	535
B. about that same as my regular schoolwork	75	0	0	12	57	9	43	0	0	540	65	0	39	59	2	537	65	0	45	52	3	538
C. easier than my regular schoolwork	14	0	0	1	25	3	75	0	0	534	20	3	40	55	3	538	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										36	0	0	75	25	525						
B.	100	0	0	1	100	0	0	0	0	548	36	0	25	75	0	534						
C.	0										18	0	50	0	50	529						
D.	0										9	0	0	100	0	528						